

Relational Behaviour Policy

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Aims of the policy

To create a whole school culture which is modelled by all adults of:

- consistency
- positivity
- respect

Leading to an environment that is conducive to effective learning for all pupils.

Legislation and statutory requirements

This policy is based on advice from the Department of Education(DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on

- The [special educational needs and disability \(SEND\) code of practice](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

It should be read in conjunction with the following school policies:

- Anti-bullying Policy
- Use of Reasonable Force
- Child Protection and Safeguarding Policy
- Nurture Provision Policy
- Exclusion Policy

This policy complies with our funding agreement and articles of association.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Refer to [BET Anti-bullying policy](#)

Roles and Responsibilities

Board of Trustees

The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher and Head of School to account for its implementation.

The Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure recognition and sanctions are applied consistently.

Staff

Staff are responsible for:

- Managing behaviour effectively to ensure a good and safe learning environment in line with standard 7 of the Teaching Standards
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Supporting each other when dealing with challenging behaviour

Senior leaders, pastoral staff and Team Teach trained staff will work alongside staff to support the management of challenging behaviour.

Parents

Parents are expected to:

- Demonstrate positivity and respect
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school to implement the relational behaviour policy including where sanctions or individual behaviour support plans are in place

Pupil Code of Conduct

At Curledge Street Academy pupils are expected to conduct themselves in way that means everyone is:

- respected
- safe and happy
- able to learn
- listened to
- able to make their own choice

The school rules define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do. Pupils are expected to follow the school rules which are as follows:

- Be kind
- Be safe
- Do your best

These rules are reinforced by every adult working in school through:

- being calm, consistent and fair
- being relentlessly positive
- meeting and greeting every child
- recognising over and above

Recognition and Sanctions

At Curledge Street Academy we recognise that behaviour is a form of communication and therefore respond to children as individuals in order to meet their needs and ensure they feel safe, secure and supported during their time at school.

All behaviour should be underpinned by our school rights and responsibilities and our values. These will be displayed in each classroom and referred to regularly.

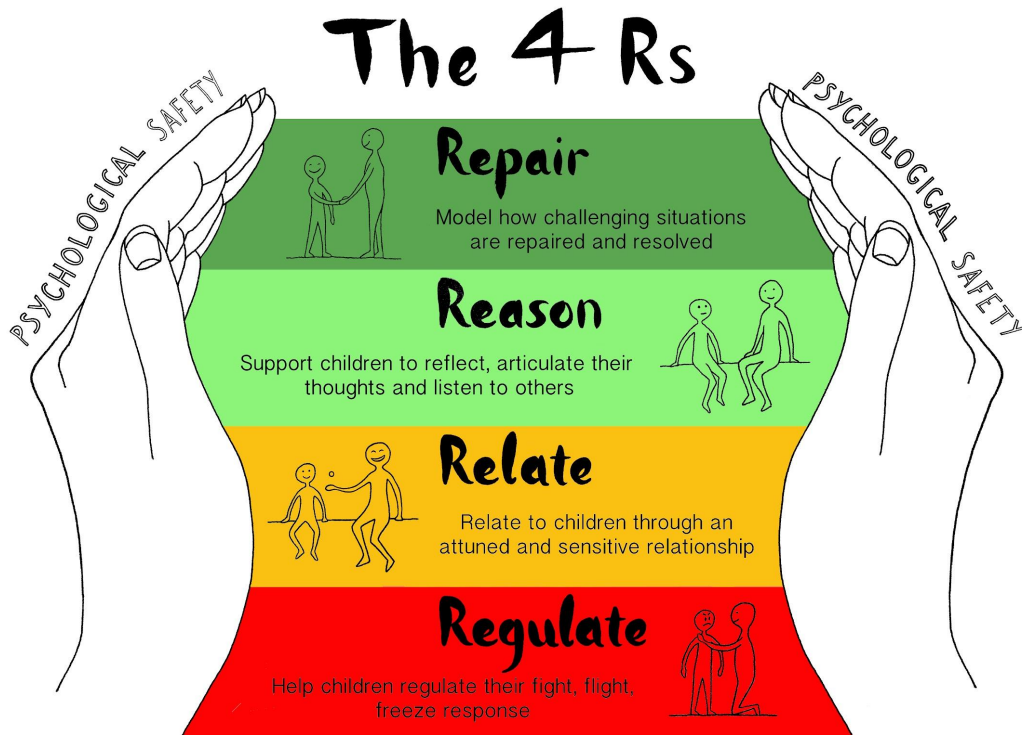
The policy is designed to acknowledge and promote good behaviour as much as to deal with unacceptable behaviour.

Positive behaviour will be recognised through:

- verbal praise / awarding of house points
- values certificates
- classroom recognition boards-to focus on specific behaviours
- feedback to parents-in person, via Seesaw, by phone
- referring the pupil to a senior member of staff
- Class VIP
- termly Unsung Hero awards
- special responsibilities
- class recognition afternoons
- whole school recognition afternoons

Unacceptable Behaviour

Where pupils are struggling to achieve behaviour that does not follow the school rules we will endeavour to support them using a nurturing / attachment aware approach:



Sophie Coleman 2020

Low level intervention strategies can be:

- a non verbal cue to encourage them back on task eg Makaton sign, pointing to work
- recognition of a child demonstrating the correct behaviour eg thank you for using your
- walking feet [child's name]
- a discrete reminder of the expectation or setting a target

It may be necessary to have a short interaction which should be structured using the following language using a calm and respectful tone at the child's level.

- Reminder of expectations / responsibilities - e.g. remember we listen when other people are talking
- Warning - outlining behaviour - e.g. This is your second reminder - You are talking and your classmates cannot hear the instructions. Listen or you'll miss them too.
- Last chance - 30 second intervention - e.g. This is your final reminder - I notice that you are still talking. You have a responsibility to listen and not distract others. Remember yesterday when you listened well? I'd like to see that now. Thank you.
- Take some space - e.g. Take some space for 5 mins and see if you can reset.
- Warm welcome back - e.g. Great to have you back learning. We'll catch up at the end of the lesson.
- Follow up repair - restorative conversation after the lesson and natural consequence

Restorative Questions

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

When appropriate, the adult can step back to allow the child to change the behaviour to avoid a confrontation. An opportunity should be looked for to praise the child for demonstrating their changed behaviour.

On occasions a child may be unable to regulate their behaviour. In this case adults will:

- Stay calm and consistent
- Inform the child that they will be supported to regulate
- Use a class adult or call for support from a non-teaching member of staff using a walkie talkie or message to the office

A summary of this approach can be found here [Behaviour blueprint - 2nd draft](#)

In the case of repeated or prolonged incidents the following strategies may be used:

- Trusted or key adult taking time 1-1 with the child to understand what has caused the behaviour and the steps needed to return to learning
- Change of face to another adult within the year group team
- Referral to senior leadership team with positive follow up planned for later in the day/week as appropriate
- The writing or review of the IBSP to check the effectiveness of strategies

If behaviour is shown that could endanger the child or others or cause serious damage to school property, a Team Teach member of staff will be called to support.

Team Teach

On occasions a child may become a danger to themselves or others and Team Teach methods may need to be used where reasonable, proportionate and necessary. (For further details on Team Teach please refer to USE OF REASONABLE FORCE POLICY.) Staff involved in using any Team Teach method must record their actions on a restraint recording form and CPOMS, inform the Head of School and parents/carers on the same day.)

Sanctions

Sanctions are not steps to be worked through and a sanction should be put in place which is proportionate to the severity of behaviour and shows understanding of the context for the child (age and developmental level) - a natural consequence. This should be put in place at an appropriate time. If a member of staff is unsure of what consequence to put in place, it should be discussed with the Assistant Headteacher for the phase.

Any sanctions should be reported to parents in an appropriate and timely way e.g. at the end of the school day in person or by phone.

Following a behaviour incident, it may be necessary for a consequence to be given:

- time with an adult-a reflective conversation needs to take place during this time and a

- chance to put right what has gone wrong
- completing missed work at a different time including at home
- spending time with a member of SLT or the pastoral team to complete missed work and / or reflect and repair
- Restorative community based work such as helping in the lunch hall, supporting a member of staff to organise resources or carrying out other helpful duties to support reflection on their behaviour.
- report to a senior member of staff eg daily for KS2 children with the focus on sharing positives, at the end of a lesson for KS1 for an agreed period of time

Any sanctions should be reported to parents in an appropriate way eg at the end of the school day in person or by phone.

Sanctions may be imposed for unacceptable behaviour when the pupil is:

- taking part in any school-organised / school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil at the school

Children may also be subject to sanctions whether or not the above apply when:

- there may be repercussions for the orderly running of the school
- a threat is posed to another pupil or member of the public eg online bullying
- the reputation of the school could be adversely affected

Repeated behaviour incidents

- If behaviour incidents escalate or are displayed repeatedly, the class teacher should make contact with the parent/carer to discuss and ascertain if there are any likely causes for this.
- If there is an identified reason the child will be offered pastoral support. For no identified reason the class teacher will discuss with a member of SLT and a behaviour support plan drawn up.
- The Assistant Headteacher monitors CPOMS for behaviour incidents and will discuss any necessary further actions
- Should repeated behaviour cause persistent disruption to teaching and learning, or where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupils or others in the school, the child may be at risk of suspension or exclusion.

The pastoral lead teacher, pastoral HLTA, SENDCo, Assistant Headteachers, Head of School and family support team will work together to support children and families appropriately that require more intensive support to meet the aims of the school. This may include formulating an Individual Behaviour Support Plan or involving outside agencies such as Chestnut Outreach Service.

Serious Incidents

Exclusion is always the last resort. However, should behaviour from any child cause a threat to the welfare or safety of others, or cause persistent disruption to teaching and learning, or where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupils or others in the school, the child may be at risk of exclusion. In this instance a meeting will be called. The Head of School or an Assistant Headteacher, in consultation with the Class Teacher, will plan this provision and parents will be informed. The team will give due consideration to any safeguarding concerns and whether continuous disruptive behaviour might be the result of unmet educational or other needs. They may also consult with other agencies during the process to gain advice about or support for the individual or family.

Serious and/or violent incidents can be distressing to witness. Staff and children involved in or affected by any behaviour incident will be supported through a debrief with a member of the Senior Leadership Team and offered further support if necessary.

Any incidents involving sexual harassment, online sexual abuse and sexual violence will always be treated as a serious incident with appropriate sanctions.

Pupils are expected to show respect for the different protected characteristics as defined by law and no forms of discrimination will be tolerated. Any incidents involving discrimination will always be treated as a serious incident with appropriate sanctions.

In the very rare event of an inappropriate item being brought into the academy, the Head of School may authorise a search of the pupil and / or their possessions without consent if there is reasonable grounds for doing so. The conduct of search is a power available for the Head of School, not a duty. In the event of the item being a weapon or knife the item will always be handed to the police. For all other items it is at the discretion of the Head of School to decide if and when to return the item.

On rare occasions, due to an extremely serious incident, a suspension from school may need to be put in place. The Head of School will then inform the parents, Executive Headteacher and will be reported to the BET Board as part of the monitoring process.

The Executive Headteacher in consultation with the Head of School, the BET board and the local authority will permanently exclude in extreme cases of persistent anti-social behaviour or a single serious incident that could endanger the safety of other members of the school community.

Inclusion

For pupils with an identified Special Educational Need (with an 'Educational Health & Care Plan' or at 'SEN Support'), where the primary need is Social Emotional and Mental Health (SEMH) or where the pupil's special need impacts on their behaviours, we will seek to address the underlying causes of the behaviours. This may include setting out strategies and supports in an Individual Behaviour Support Plan (IBSP).

Where a pupil has had, or is, at high risk of exclusion or suspension, an Individual Behaviour Support Plan (IBSP) will be created or amended. This must be implemented by all adults working with the pupil, to ensure a consistent approach is followed in achieving positive behavioural responses. Where appropriate, the school will seek support from external agencies e.g., Mayfield Outreach Service or the Educational Psychology team, working in conjunction with parents and with parental consent. The family support team may also seek support for a pupil and or family by referring to Early Help with parental consent.